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SCHOOL DEPARTMENT  
*of the* CITY OF SACRAMENTO



1916-1917



SACRAMENTO

CALIFORNIA

# Annual Report of Superintendent

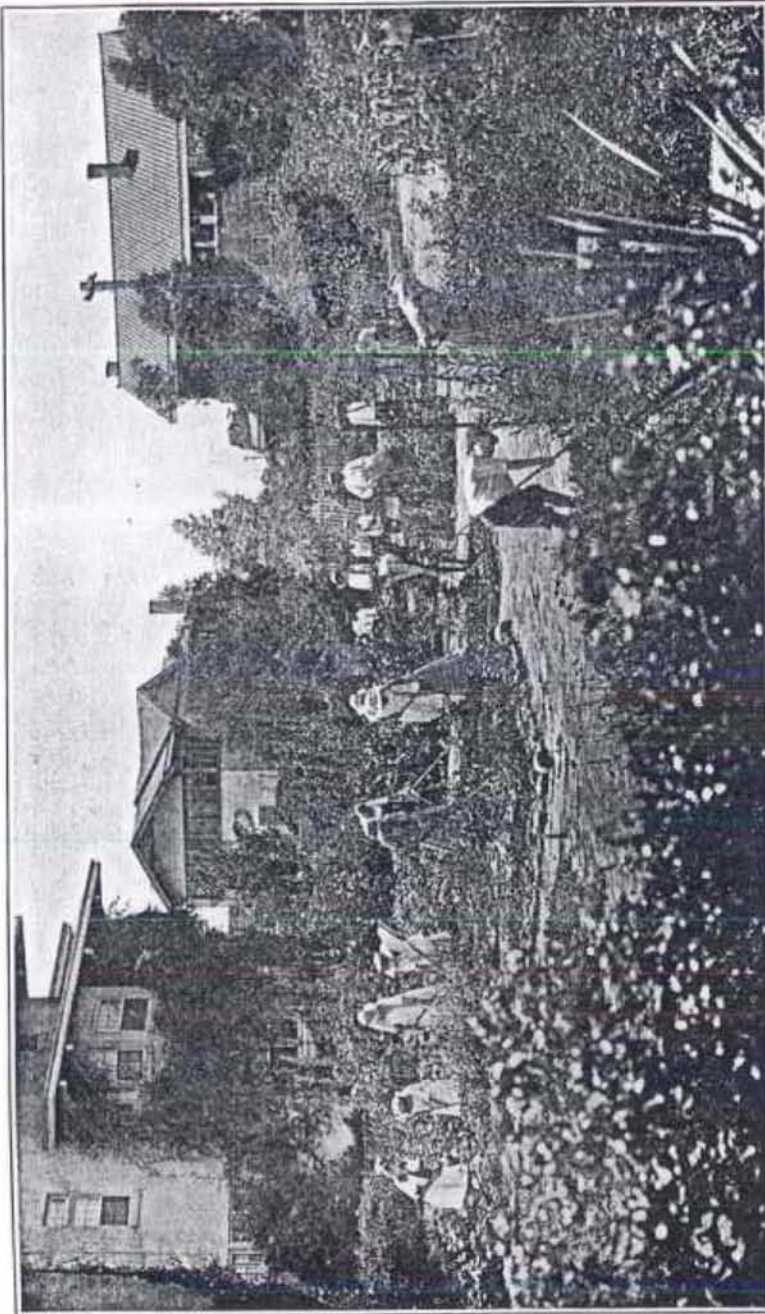
*To the Honorable Board of Education of the  
City of Sacramento*

Mr. President and Directors:

I beg leave, in accordance with the rules of your Board of Education of the City of Sacramento, to present my annual report as Superintendent of Schools and Secretary of the Board of Education for the past year. In common with the report presented last year, the companion class plan is given a prominent place. It will be my effort also, to discuss economic principles in school supervision as they affect our department, and are carried out in school work.

## ECONOMY IN EDUCATION.

In these days, when the rule of the people as opposed to the rule of the few is the world's paramount issue, when the lives of men are sacrificed that freedom may be maintained as a universal principle, we must guard and promote the efficiency of our free public schools. A free public school system is the mark which distinguishes democratic government from all other forms of government. It is an institution which had its birth in democracy, and democracy depends for its future and perpetuation upon free public schools. Generous educational opportunity is necessary to safeguard the principle that all men are created equal. An equal voice in the control of government requires that the voice must be intelligent. Universal suffrage demands universal education. Vast industrial and social changes, complicated living, the shifting of training from the home to the school and from the shop to the school is placing enormous responsibility upon the school system and rapidly changing its conceptions and functions. Our schools must meet the requirements of a basic institution in the free government of the people. They must be efficient; they must economize their efforts in adjustment to new conditions. The greatest present-day problem is economy. Overcrowding results in superficiality; over-expenditure of time and money, in a lack of confidence. We must remember that the day is no longer, the capacity of the child no greater, and the job much bigger. It takes courage to break away from tradition and precedent in school work. The school course of study is full of adhesions, picked up in passing through social epochs, which, good or bad, never can return, and which are useless in the light of present-day theory and practice.



EAST SACRAMENTO SCHOOL—FOLLOWING OUR PRESIDENT'S SUGGESTION



The school building has a greater meaning today as a community center, and the great price we pay for it must bring better returns through more continuous service. We must use our buildings more than we have in the past, and school expenditures must be better accounted for in surer educational values.

### ECONOMY OF ORGANIZATION

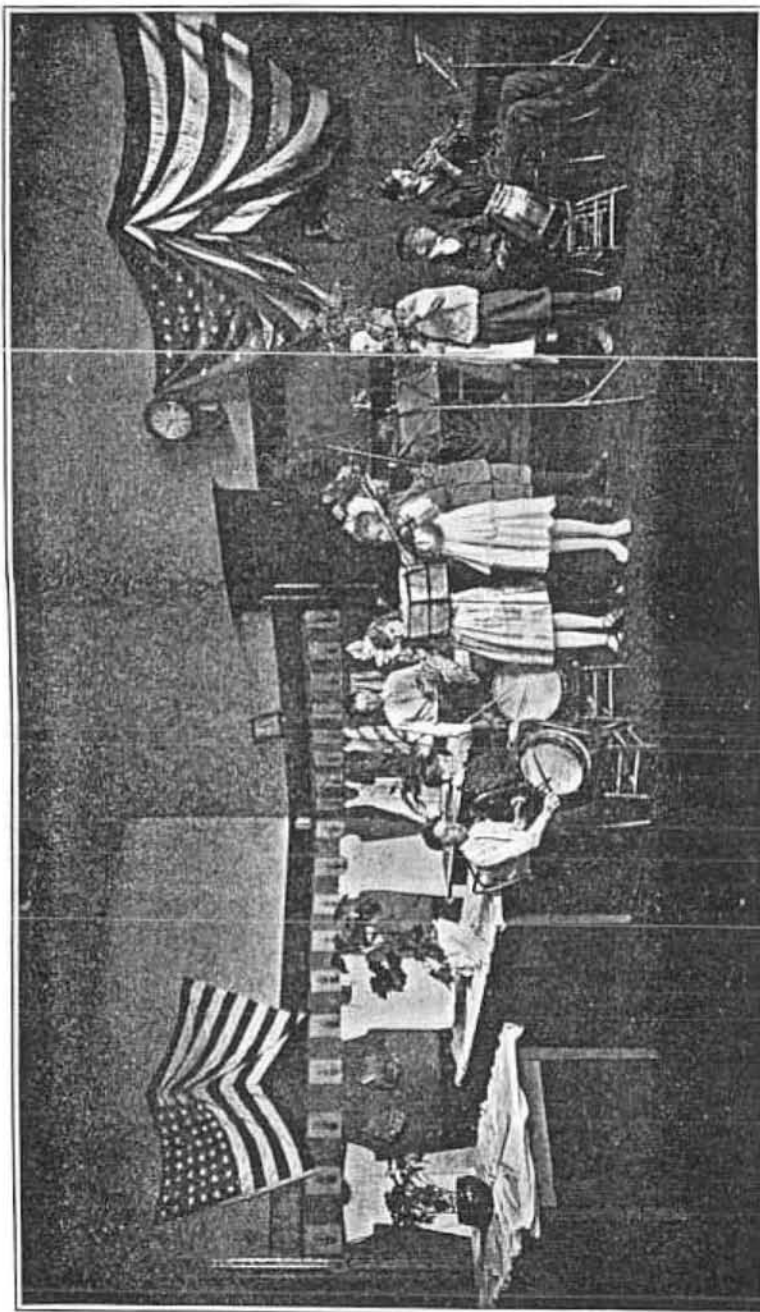
It is becoming well established throughout the country that the time given to elementary education, at least to the basic material, is too great, and that eight years devoted to fundamentals is too long. Many leading educators in our colleges and our school administrators are giving their thought and time to the solution of the problem. It has been fairly well determined that in the first six grades enough preparation can be given so that the child may differentiate somewhat in accordance with his ability and capacity in the next two, thus leaving the grades above open to work tending to much broader training than has been given in the past. In the seventh and eighth grades and beyond, the kind of work given must be determined by two factors: first, the ability of the child, and his vocational trend as soon as he has discovered himself; second, the child's environment and the demands of the community in which he lives.

No standard can be found which will fit all conditions, all pupils, and all communities above the sixth grade. It would seem, however, that in the first six years, school training might be standardized.

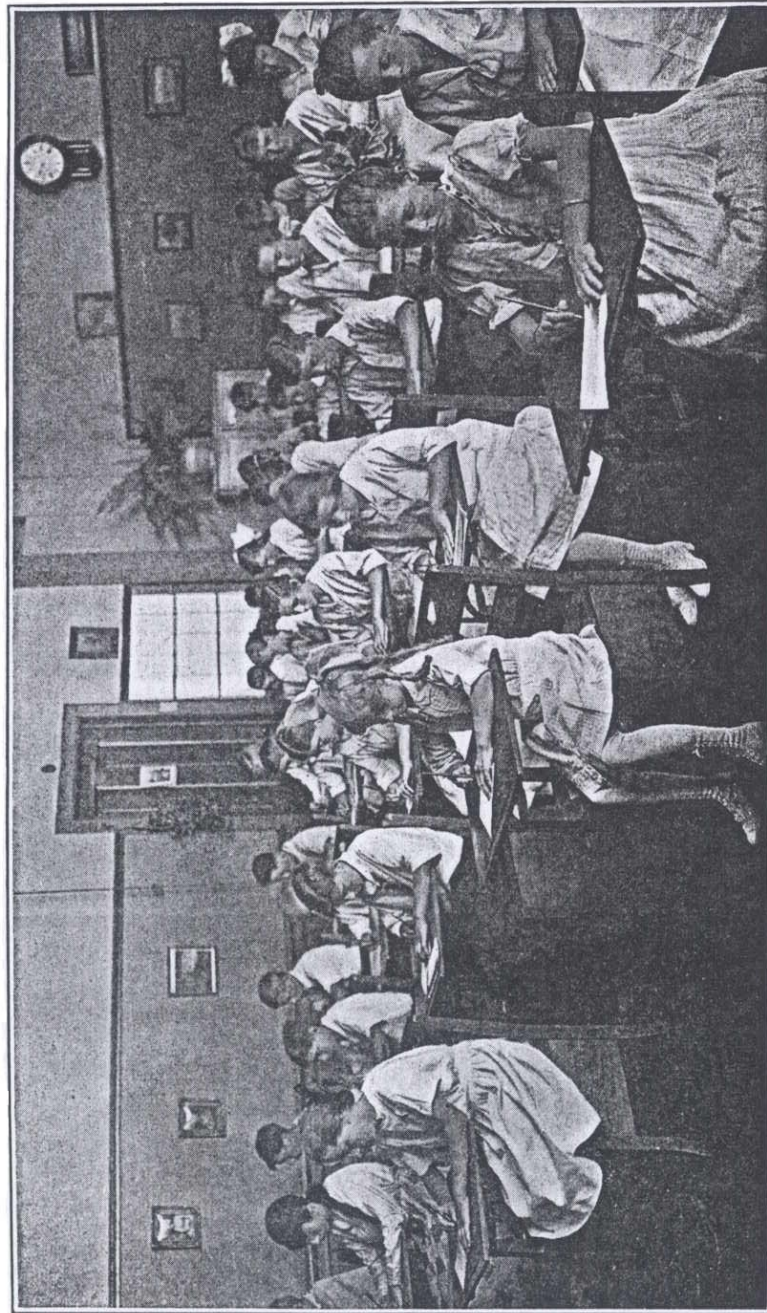
In Sacramento we are working out a scheme for a basic six years. We divide the remaining eight years in groups of two; in the seventh and eighth we use departmental teaching;

**A Basic Six Years** the ninth and tenth we call the Junior High School; the eleventh and twelfth the Senior High School, and the thirteenth and fourteenth the Junior College. We believe, however, that it is not enough to simply say, the first six years are basic. We must make them so. This means many changes in the course of study, a reduction in the amount of material presented, the establishment of minimums, and the cutting away of much extraneous material. It will mean the rewriting of most of our text books which have been prepared upon an eight-year plan of five and three. The essentials of the fundamental subjects must have been completed at the end of the sixth year if new roads are to be taken into educational fields with the beginning of the seventh year. Many of the schools throughout the country which have established intermediate schools, lower high schools, etc., have made little attempt to change, materially, the work of the first six years, and their pupils have

THE SCHOOL ORCHESTRA—MCKINLEY SCHOOL







A PENMANSHIP LESSON IN A ROOM WITHOUT BLACKBOARDS—BRET HARTE SCHOOL

been prepared. The brighter pupil will bluff his way through, the duller pupil will gain little from the time spent. Therefore in preparing a lesson schedule it is necessary to find time for study periods for each subject needing preparation. In doing so the traditional amount of time devoted to each subject for the week has been reduced by the addition of study periods and subjects for general training, but the reduction is more than made up by intensive preparation under the eye and direction of the teacher, rather than in the careless haphazard way usually followed.

The result is that the teachers have a time schedule and a lesson schedule on which their weekly programs are based, and in accordance with which the course of study is prepared. These schedules do not hamper the teacher in individuality or originality. She may place her subjects wherever she pleases, but she must maintain measures of worth and relative values. There is no interference with method. The teacher may carry her pupils over the subject field as she pleases. The teacher's way of doing a thing may be the best for her, and as long as it is a success it is not interfered with. The object of the program is to regulate the relative value of subjects and to hold the study work in the school room under the supervision of the teacher, where it belongs.

Under the laws of our State we are confined to a school day all too short for the work imposed upon us. These laws were passed at a time when much less was demanded of the schools than at present. We are allowed to

#### **The School Day**

keep children at school, from 6 to 8 years old, inclusive, not longer than four hours. The remainder of the children cannot be kept more than six hours. These conditions cause a great waste in the use of the school plant as well as a great waste (especially in our cities) of the time of the children which might better be spent under the supervision of the schools than on the street. Our companion class plan corrects this condition to a considerable degree. Admitting that there is a limit to the hours each day, which can be profitably spent upon intellectual work, the time has come when it is extremely valuable to control and supervise even the play of the children, if the best ends of education are to be obtained, and if the schools are to assist the children not only in choosing the vocations which they are to follow, but to a great extent teach them how to make a living. It is surely unfortunate that the school day cannot be lengthened, in order that we may meet these conditions and give wider educational advantages under direct supervision.



Long vacations are a waste, while an occasional week or two has an advantage in the training of children, a rest which brings about rejuvenation and a more hearty response when the child returns to the school room. In two or three months children forget what they have learned, much time is lost in review and getting into place again.

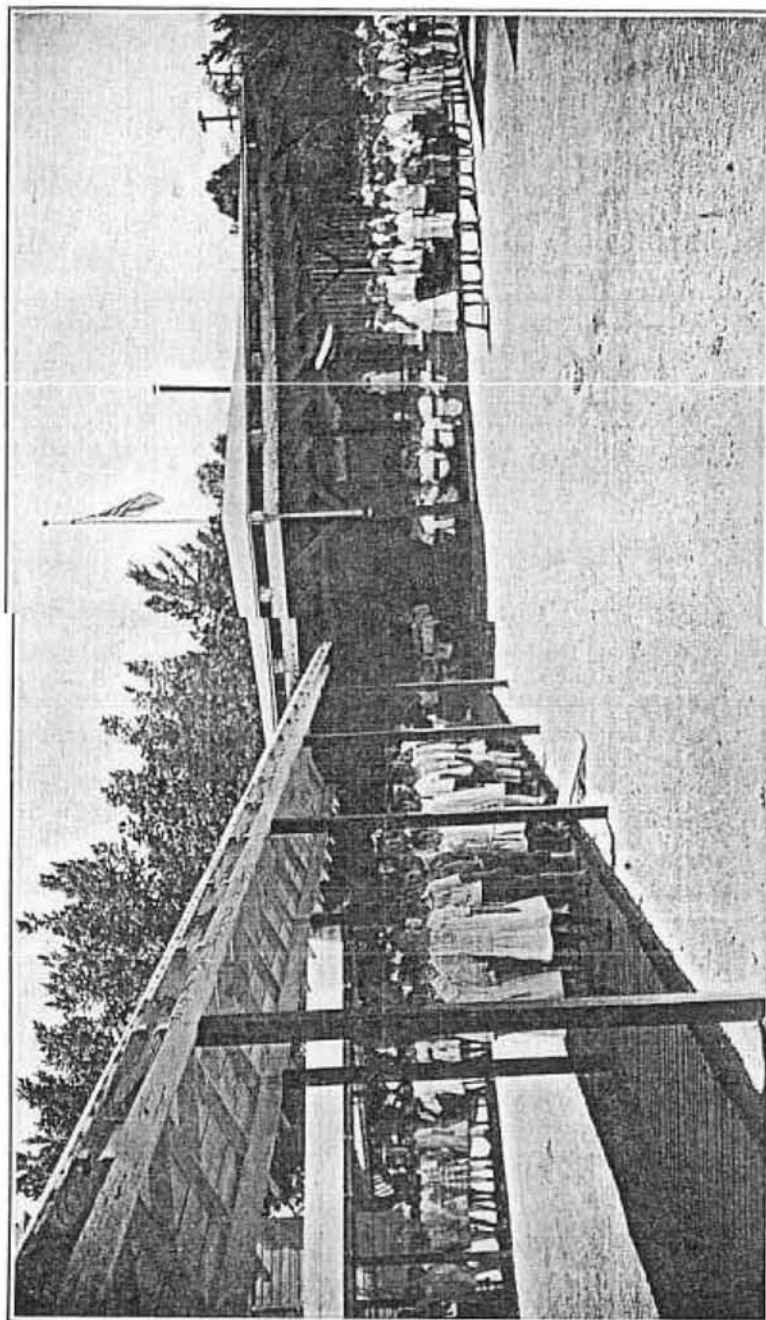
Some method should be devised by which the teacher would not be overworked, and at the same time the pupil not allowed to grow rusty through the lack of work. It is possible that summer schools might correct this fault, but surely some plan must be devised which will break up the long absence of the child from the school room.

### ECONOMY OF SPACE.

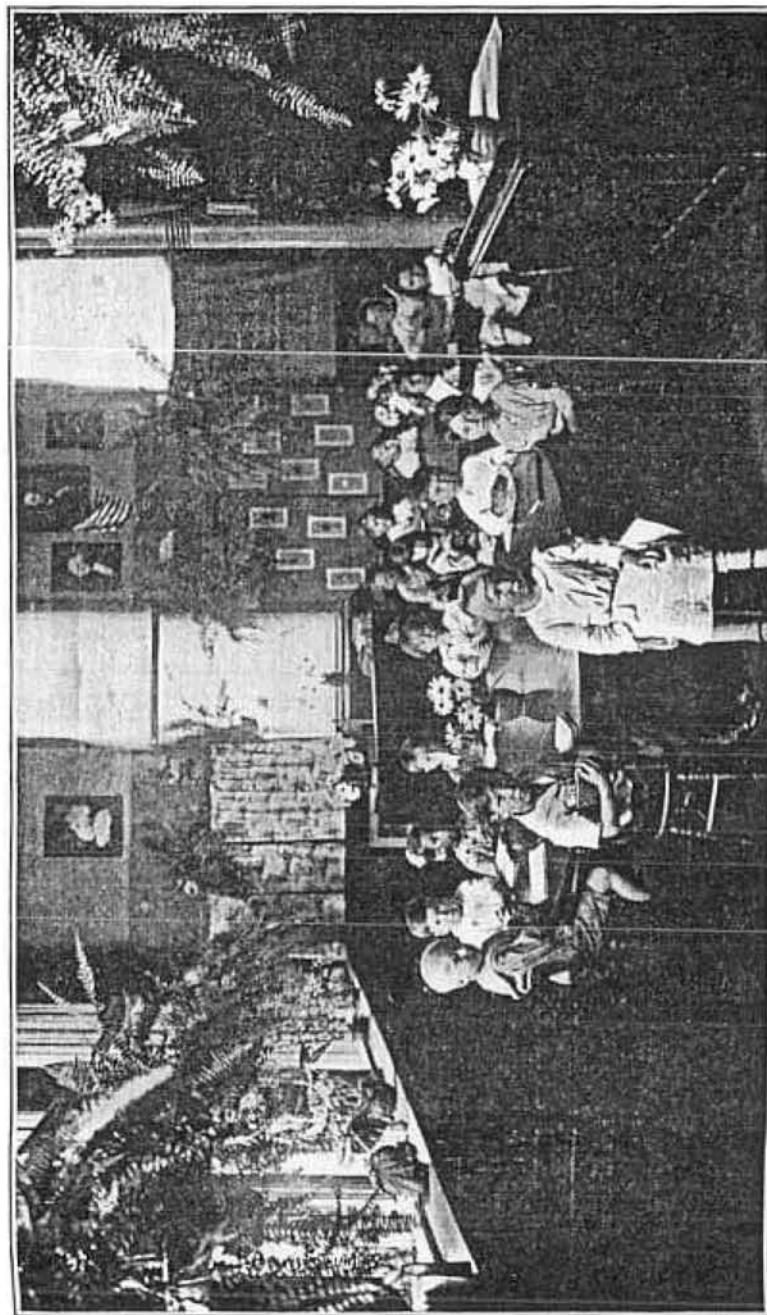
School systems are justly criticised because the expensive plant in which the work is done is allowed to stand idle so much of the time. They are closed during long vacations, and used only during a few hours of each school day. The enormous amount of capital involved as a business proposition should require a wider use of the school plant. In our city we are using many of our buildings day and night. We are throwing them open to all kinds of activities under the civic center law. We have evening classes for those who have failed to accept early opportunities; we have classes for foreigners training for citizenship. We have afternoon classes for mothers in millinery and sewing and we are endeavoring to make each class room give the most possible service.

The companion class plan to which was given considerable space in the last report is now in operation in several of our buildings. The plan allows us to make double use of each class room, but its greater value lies in that each subject is taught in the atmosphere of the subject, by providing special rooms for the purpose. As each new subject has been added to the curriculum in the past, the effort has been to conform the subject to conventional class room work, tradition has played such a strong part that we have been afraid to depart very much from the regular class room for any work. Teaching and class rooms are not synonymous; the best teaching can be obtained where the atmosphere surrounding the subject is inviting.

In common with all other cities seeking to keep the schools abreast with social progress and to meet the almost extravagant demands made upon them, we have introduced into our work the so-called special subjects. We are not in any wise forgetting the necessary emphasis upon the tools of education. The child must know how to read and write, first of all, and the fundamentals of arith-



BRET HARTE SCHOOL—COMPANION CLASSES GOING TO SPECIAL ROOMS

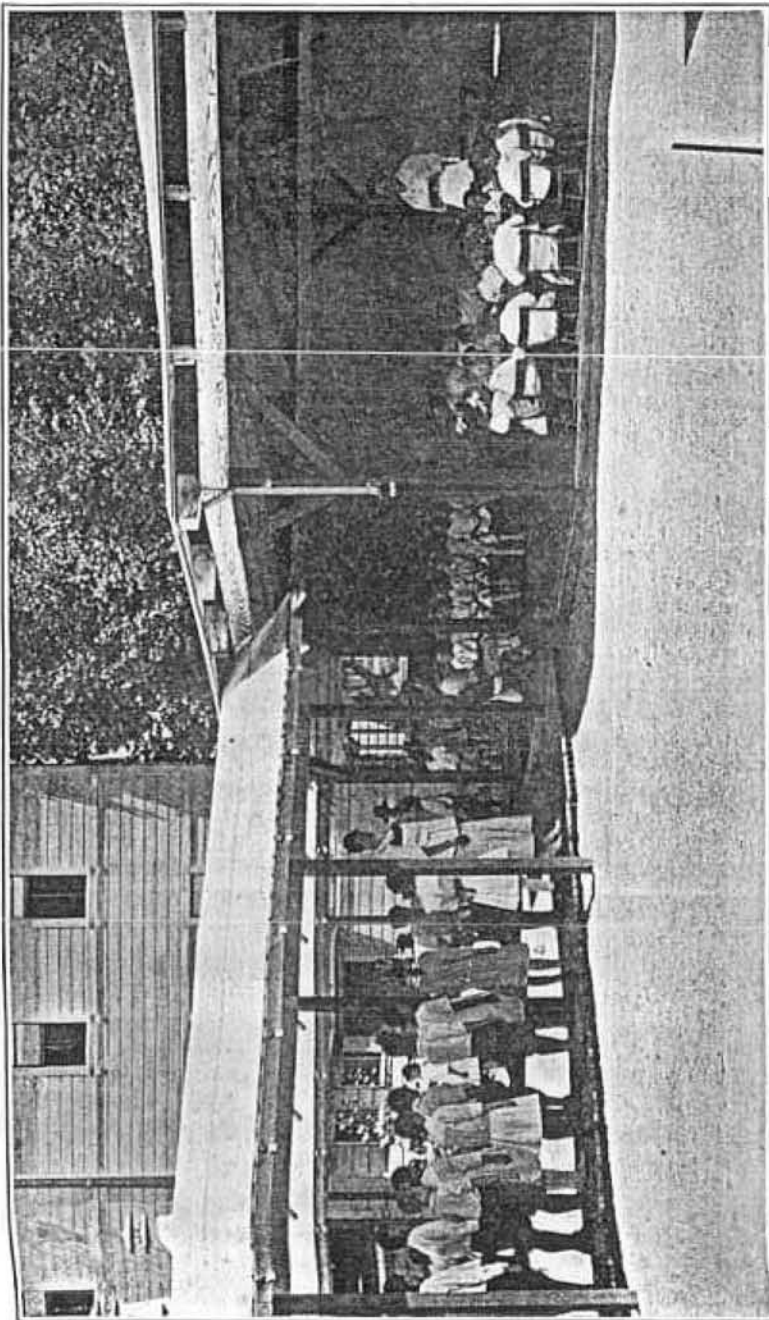


BRET HARTE FIRST GRADE—A SCHOOL ROOM MAY BE A PLEASANT PLACE

five days in the week. We find a room for the drawing. The physical training work is done in the yard, in the basement, or in a gymnasium, if we have one. The children go to the manual training room for that subject, and the stories are told in a story corner or out under a tree.

Our new William Land building is built ideally for this plan, but we are more interested in making it work in the older buildings, which we will have with us for a number of years to come. The greatest value of the plan lies in the increased interest on the part of the child in doing his work in a room properly equipped. The nature study room, for instance, has an atmosphere of science; on the other hand, he feels that in a conventional class room the subject is a little out of place and that the equipment is a makeshift. The shifting from one class room to another gives him physical and mental relief, good for him and the teacher too. The teacher becomes a class teacher, and not a "class room" teacher. She comes closer to her pupils because she is with them longer; under the plan she is with them in their work, in their study and in their play. The regular teacher teaches the special subjects as well, all, of course, under general supervision. She knows her pupils better than ever before. Better results are coming from the work because the proper emphasis is placed upon the different subjects. Relative values have been established and a better observance of these is brought about since the class must move to a room equipped for the work. The teacher's recitations are better rounded out, and more attention is given in preparing for them; she must be sure that they are of a length that can be handled in the time given.

A by-product of the plan is the gain in class room. It is not thought that this is the most important part of it, however, but it is invaluable in meeting the criticism that the Economy of School Plant. school buildings are not used to their fullest extent. The great cost of a modern school building makes it necessary to use it more. It should be used day and night for educational work and as a community center, and if some plan can be evolved which will broaden the use of the class room during school hours it should be worthy of careful study. In working out the idea that the conventional class room was built and equipped for conventional subjects and that the special subjects have been forced into a type of class room not entirely fit for the work they represent, it was found that the conventional class room would be out of use a part of the time. The problem then was to put these vacant class rooms at work. The Sacramento plan does this by so arranging the applied and foundation work that the primary class room can be vacated for foundation work one-half the time. Then, by the working out



HARTE—CHANGING CLASSES—COMPANION CLASS PLAN

metic are absolutely necessary. These lie at the base of all training, but they are not the ultimate aim of education. They are the essentials which the child must have in order to compete with his fellows in learning how to live. The special subjects belong to applied education. They both cultivate the brain through doing, and place before the child an opportunity for vocational choice. Most of them have become a fixed part of the school curriculum.

In order that proper emphasis should be placed upon the conventional subjects and the special subjects, our plan designates them as "foundation work" and "applied work." The foundation work includes reading, arithmetic, spelling, language and composition, penmanship, history with text, geography with text. The applied work includes drawing, music, nature study, manual training, conduct stories, history stories, laboratory geography and physical training. It was necessary to make this division to protect the essentials from encroachment and to establish a plan to make the class room fit the subject. It goes without question, of course, that with the right kind of teaching the fundamentals of education will permeate all subjects, whether in foundation or applied work.

As was said above, the departmental plan is used in the grammar grades, and that both the teacher and the class room were departmentalized. In the primary grades the subject is not departmentalized, but the class room is.

**The Use of the Class Room** It is not necessary to go deeply into a discussion of the present type of class room.

It is a conventional class room, prepared for conventional subjects, and has changed very little in its equipment in the past several decades. It is the little red school house room, grown better from a hygienic standpoint, but in the last few years we have introduced music, drawing, nature study, manual training, physical training, and have attempted to force all these into the same little conventional room. The music room should have a piano, and it does not need fixed desks or blackboards. The science room should have tables, a sink, and a gas jet. Manual training needs an entirely different equipment, even in the lower grades. Physical training should be outside the regular class room as much as possible.

Our Sacramento plan provides that the subject be taught in a room equipped suitably for the work. Our kindergarten rooms are large and pleasant and each afternoon become the music rooms. We take any space we can find and make of it a science room; it may be in the basement if no other space is available. The class can spend one hour a week in such a room, where we would not want it to spend five hours a day

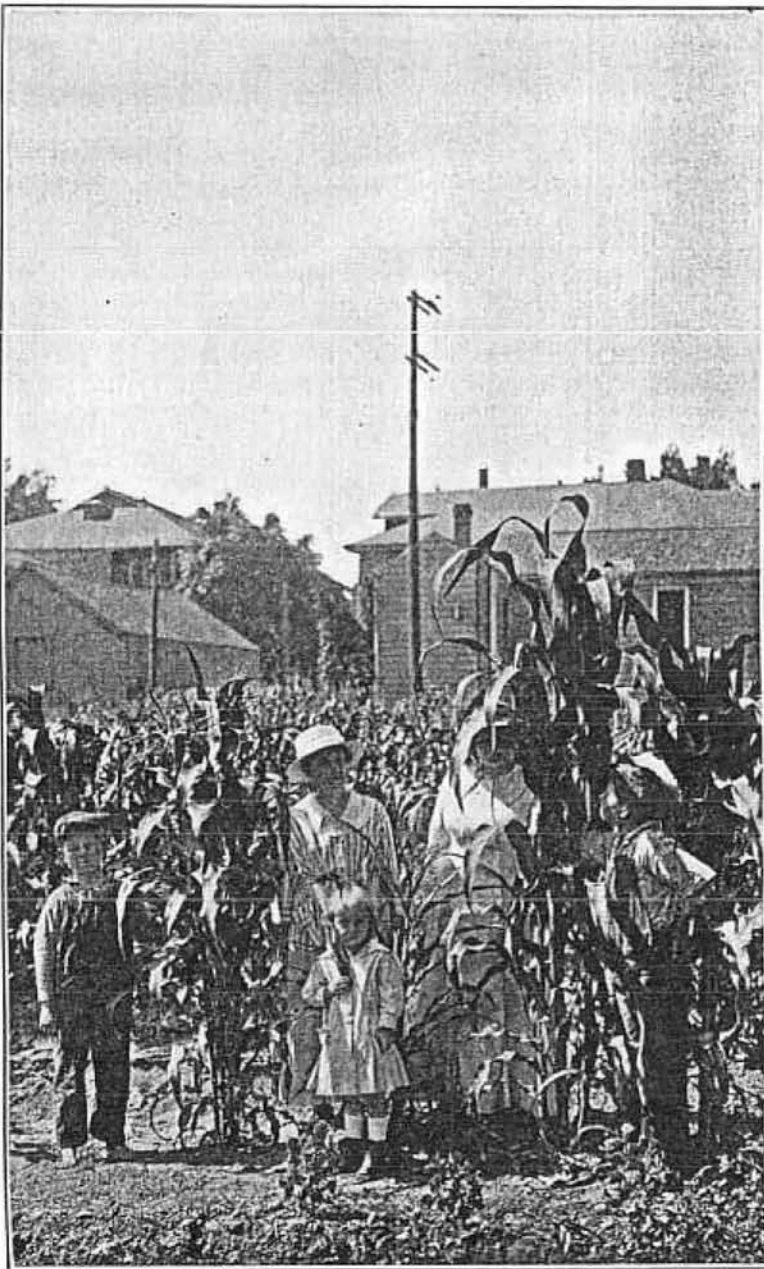


lished and equipped a mill of which we have a right to be proud.

### OTHER ECONOMIES.

We find that in smaller classes and in single sections, we can demand a closer study of pupils by the teachers. We have continuous record cards which carry the pupils' records from first year to the eighth, inclusive, in order that the teacher may know something of the pupil she is to teach, and begin her work where the previous teacher left off. We are endeavoring to have our teachers become teachers of children, and not class room teachers. We devote much of our time to physical education; this work is done under supervision, but by the class room teacher. It is used as one of the best ways for the teacher to come in closer contact with the pupil. Physical training, with us, takes its place right along with the other subjects, full periods being devoted to it. We are doing away with the great pell-mell recess. When play time comes, the teacher goes with her class, becoming acquainted with them in their play as well as in their work. Teachers must know their children, in order to train and guide them.

Promotion from group to group eliminates the old type of examination entirely. It is believed that the passage from one grade to another should not be based upon a final nerve-racking throw. The normal child should improve day by day, and the normal teacher should be able to know, without examination, whether the child has increased in ability and capacity to an extent such that he is able to undertake the work of the next grade. There can be no such thing as an average. If, at the beginning of the term the child's work is excellent, and at the end very poor, we cannot say that the average is good. Something is wrong—the work is weak. Or, if at the beginning his work has been very poor and at the end of the term he has become very strong, we cannot say that he averages good; he has done excellent work. It is the present worth that counts, after all. Our scheme is based upon a three-fold judgment, with the teacher as the judge. The teacher is to base her opinion, first, upon the daily recitations of the child; second, upon the written work of the child; third, upon the child's effort, the latter being the most important, and the one usually lost sight of. The effort of the backward child is worth as much, or more, than the effort of his more brilliant schoolmate. Under our system, where all the work is done in the school room, under the supervision of the teacher, we are able to judge very completely all of these points, and especially of the pupil's efforts.



WASHINGTON SCHOOL—A WAR GARDEN



who will take up mechanical pursuits needs an education in accordance with his work. The high school boy should be allowed an opportunity to continue his school training along with his apprenticeship. This work is a part of public service and should not be left to private enterprise.

We have made a beginning in establishing a class for girls of grammar school age at the William Land building. These girls make dresses and hats and are paid for the work at the same time they are learning a trade. The Supervisors of Domestic Training should be commended for their effort and encouraged by the Board to do more of this work.

I am happy to report that this has been a splendid school year, and that the work of our schools is receiving recognition both at home and abroad. All praise is due to your Board because of your generous attitude towards the work of your Superintendent and his assistants, without which little advance could be made. Your confidence and uniform courtesy is appreciated and recognized in every movement for the betterment of the schools. Your Superintendent must make decisions which are vital to the work. His work is often trying, but the greatest help that can be given to him is a Board of Education with a keen insight into the difficulties, and ready to back him up in times of criticism.

I wish again to commend to you the faithful work and loyal support of the teachers, supervisors and principals. During the past year it has been necessary to make changes, and changes always involve considerable work as well as breaking away from precedents long established. The schools have their traditions, and conventional ways of doing things have grown up within them. Any advance means the breaking of new ground, and changes should be made carefully and slowly, but we must change in order to keep abreast with the trend of social and industrial evolution. I feel proud of the Sacramento teaching body as loyal workers. The way they have met the companion class plan and solved its problem has been gratifying in the extreme. The recent calls upon them for work with the children in war preparations have been strenuous, but they have met it with a will, and have "done their bit" gladly. If they are called upon to do a thing they do it systematically, gladly and willingly. With the support I am receiving from them and the support you are giving me, we are sure to get full value for the generous support given by the people, and keep abreast of the best school systems of the country.

CHAS. C. HUGHES,  
Superintendent.

RED CROSS AND FIRST AID WORK—JOHN MUIR SCHOOL



meet it and further the scope of helpfulness of this branch of the public schools.

It may be advisable for you to authorize the inclusion of the attendance at the Parent-Teachers Mothers Clubs next season in our record of attendance, by placing them under the jurisdiction of the night school. It is a most helpful part of school extension work, and is to all intents and purposes as legitimate a part of city department school work as any of the work being done in the evening. The only difference is the fact that the sessions are held in the afternoon for the convenience of the members, who otherwise might be forced to attend at night. I believe it a good plan to place that work under this branch of the school department, and submit the suggestion to you for your consideration.

Respectfully submitted,

FRANK TADE,  
Principal

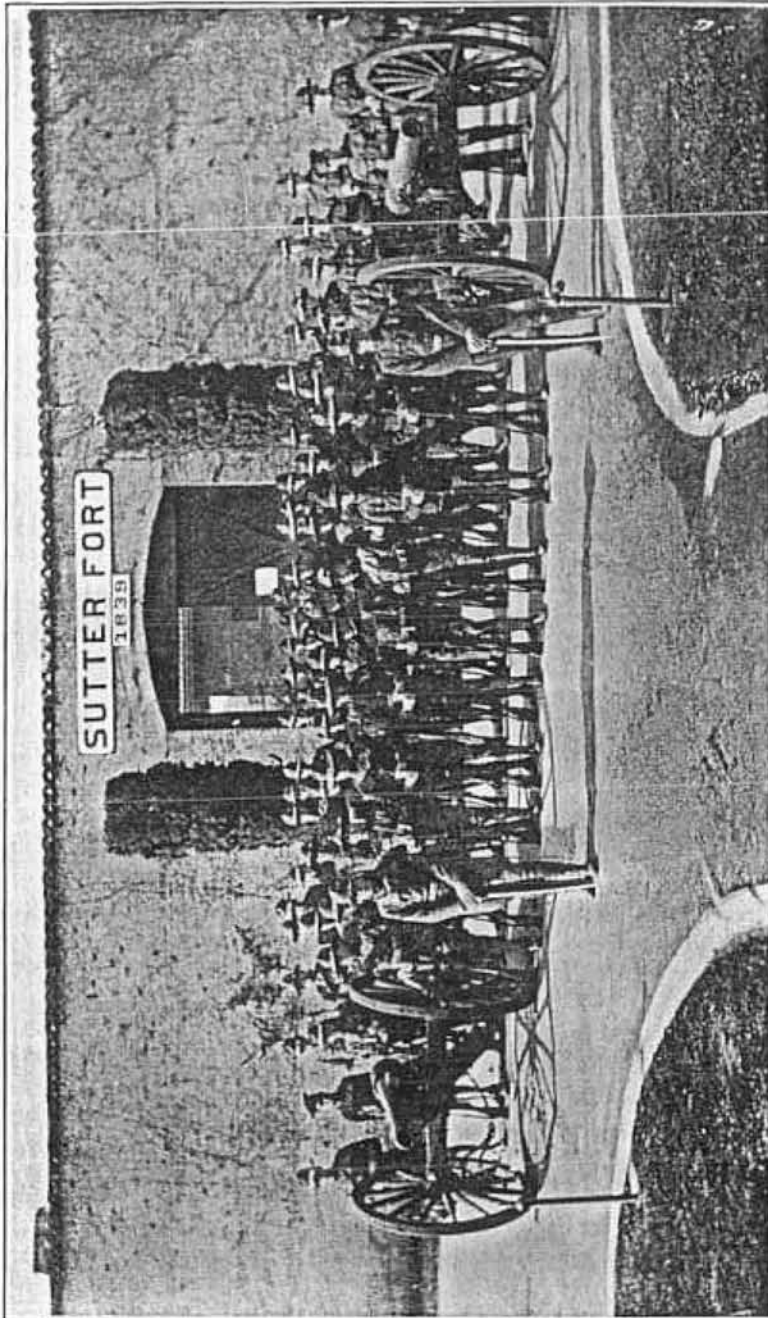
### REPORT OF SUPERVISOR OF MUSIC.

Mr. Chas. C. Hughes,  
City Superintendent of Schools,  
Sacramento, Cal.

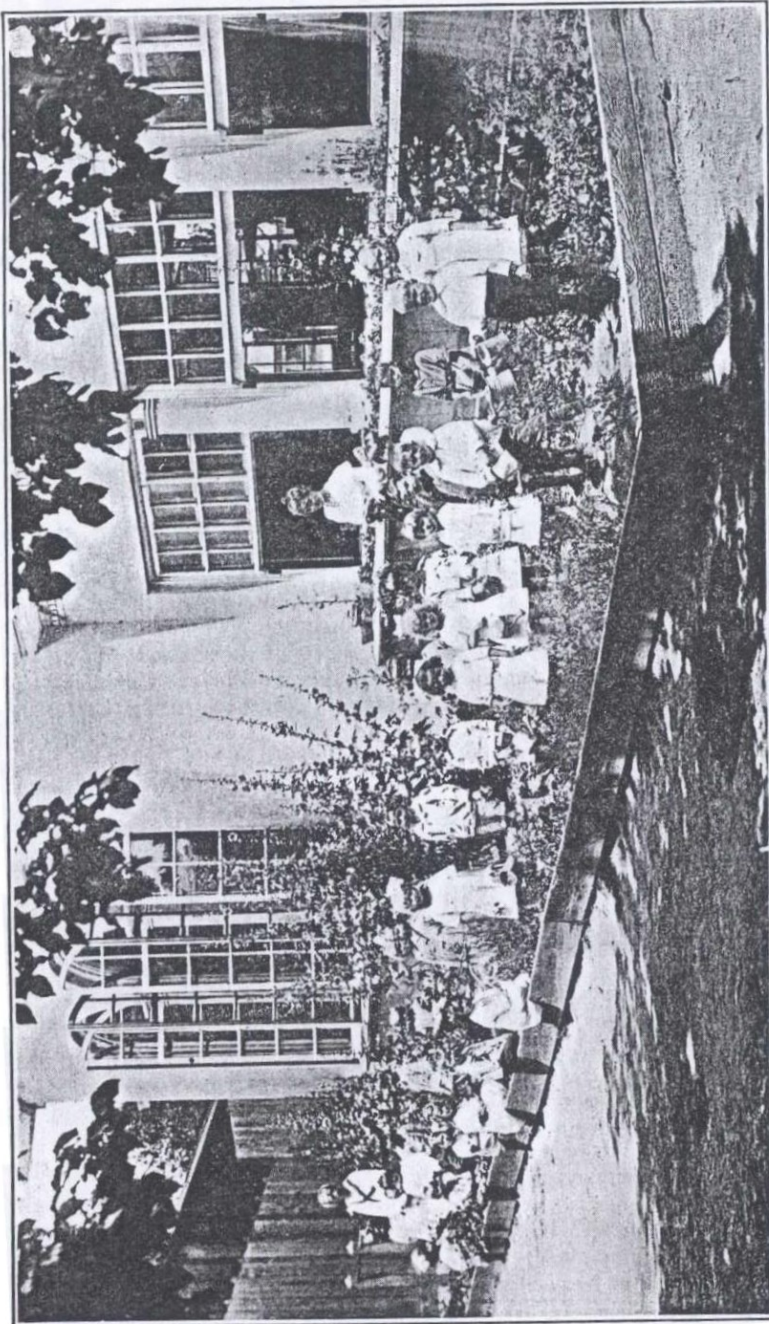
The progress of the music work in the elementary schools for the year 1916-1917 must be measured by growth in efficiency in the regular class room singing, rather than by public demonstrations or elaborate programs. In estimating the progress made we ask you to consider that our aim for the year has been better tone work in the grammar grades and more independent reading in the primary classes. To this end our selection of new material in the fall has been a great help. The Junior Song and Chorus Book has met the needs of the seventh and eighth grades, giving them attractive part songs with correct range of voice for the changing voices of those grades, and our second edition of Second Grade Melodies and Book Three of the Congdon series for supplementary material in the fourth grade, have solved the problem of easy reading material where we most needed it.

Much credit for the progress made is also due the teachers. Miss Marie Ferguson has brought to the department the experience of a successful grade teacher and good musician, and her first year as assistant supervisor has been very successful. Many of the regular grade teachers have taken advantage of the summer courses in music offered by the normal schools and universities of the state and a number have had either private instruction in voice in the local studios or class work with your supervisor. All of this has contributed to the efficiency of the regular work and you are to be congratulated upon having teachers who are ready and willing to sacrifice time and money for the work.

READY FOR SERVICE WHEN THE NATION CALLS THEM. HIGH SCHOOL CADETS.







A CHILDREN'S GARDEN

During the past five months we have given more attention to the order of the course and have catered less to outside trade.

During our first term in cooking we followed the course of the previous year except in our experimental schools—Lincoln and Palmetto Heights—where we take into consideration the environment and nationality of the pupils. During the second term, however, conditions made it essential that we emphasize conservation of certain foods and we followed a course that would give the children material for thought. We planned what we called war menus and dishes. We continually suggested that the children live as far as possible upon perishable foods that those suitable for transportation might be sent to our starving brothers. We emphasized meatless days for each week, giving suitable substitutes for meat, such as fish, cheese, and nut dishes. We tried to impress upon the pupils that at this time no one would be excused from making dried up or burned flour mixtures and that we could never forgive ourselves if we allowed one particle of food to be thrown out. We gave special lessons in canning vegetables and fruits and emphasized the fact that canned goods would be scarce during the coming year and that we must be prepared for the worst possible conditions.

As sugar was high we gave methods of canning without sugar and of extracting juices to be converted into jelly when sugar might be cheaper.

We emphasized the cost of canning vegetables from the yard and compared this with the price paid for canned goods from the store in hope that the information might be carried home.

We have encouraged home gardens and have endeavored to give the children correct hints as to planting, harvesting and using the products raised.

America's waste is proverbial. Her great resources have made her extravagant, and as teachers of household science, we by concerted effort can at least point out the way.

This instruction fits the children of the rich as well as those of the poor, as the stoppage of useless waste among the well-to-do will increase the food supply for the poor and for the war-stricken zone.

Our country is at war, therefore it will be our aim to plan a course for the fall that will help to train our women and children to fight their battle for food conservation.

With an expression of gratitude to the Board of Education, the Commissioner of Education and the City Superintendent of Schools for their personal interest in our department and to the assistants in both cooking and sewing who have helped to make the work a success.

I remain respectfully yours,

AMY L. GREENLAW,  
Supervisor of Household Arts.